



Phone: 03 5762 1784

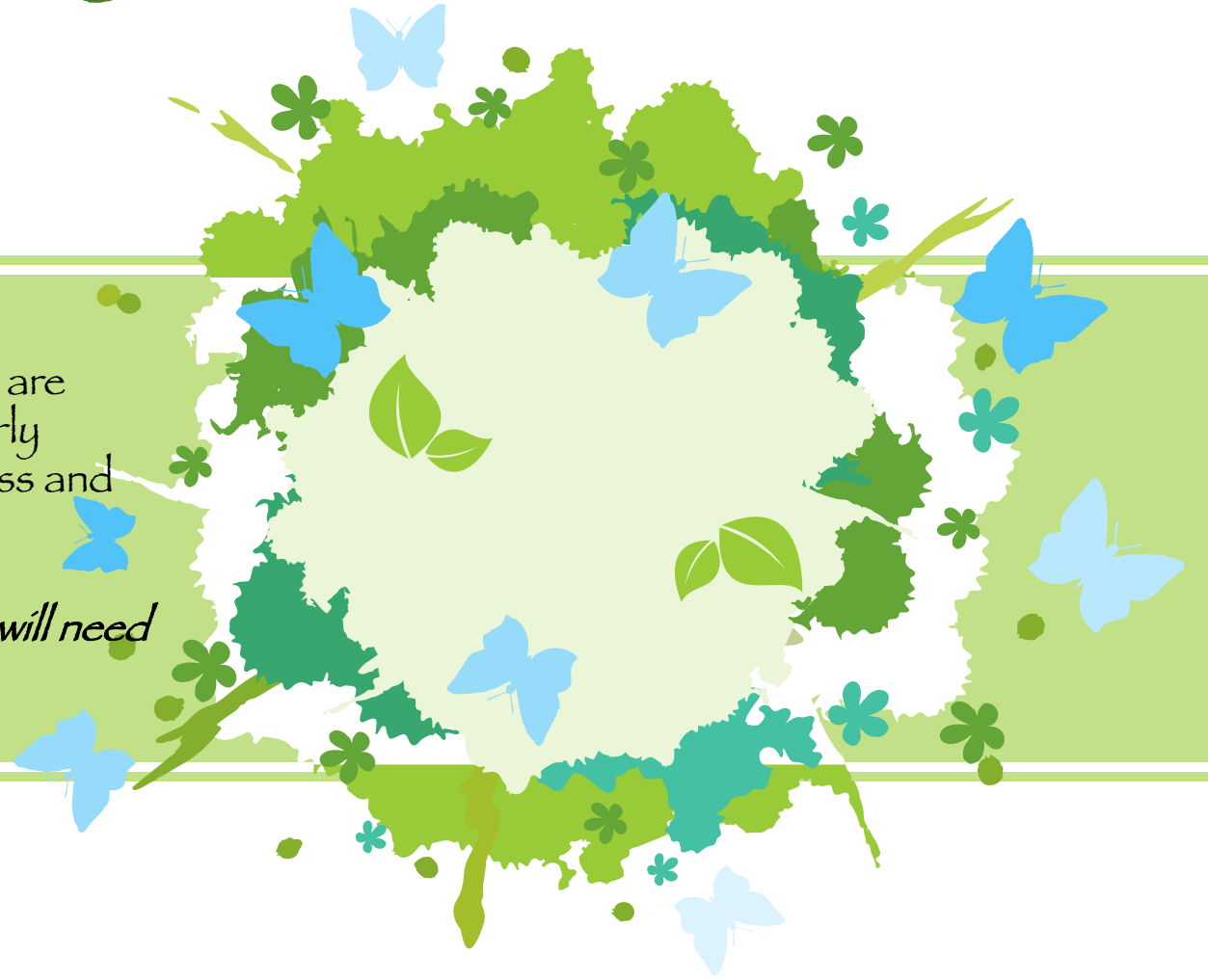
Email: info@prokidz.com.au

Website: www.prokidz.com.au

Welcome to ProKidz Early Learning Centre

Thank you for your expression of interest in our service. We understand the importance of the decision, as to where you are going to leave your child in care. We guarantee to make your early childhood care experience full of high quality learning, happiness and assurance.

Our Parent Handbook explains the imperative information you will need to know whilst your child is in attendance at our Service.





Our Philosophy

Vision: To set up a new benchmark in early childhood services by providing a high-quality learning environment.

Aim/purpose: We will offer every child in our care, a rich and unique learning experience, that gives them the best possible start in life.

*We hold close the values of **being, belonging and becoming**. Children need to feel safe, secured, loved and supported. We aim to achieve this by providing a warm and nurturing environment. We will provide a **high-quality learning environment** where positive learning can come naturally as children engage in play throughout the day. Play is an important component of children's learning as it gives them the opportunity to **participate, learn, practice and experiment**. We emphasise the importance of physical activity that is important for physical and mental wellbeing. We acknowledge the **uniqueness and potential** of all children and recognise how important it is for the children to enjoy their childhood years without undue pressure.*

*We understand that the early development stages are very crucial. **Effective partnership** between educators, management, regulatory authorities, families and communities must be established to achieve a common goal of **nurturing children during their early years of development**. As educators we seek to incorporate our professional knowledge, together with the family's understanding of their children through a model of shared decision making to support and extend children's learning and development. Our open-door policy will always welcome parents. Children are provided **high quality resources** and encouragement to follow their individual area of interests and at the same time making sure we work towards their **holistic development**.*

Outcome; We encourage the children attending our service to be confident, responsible, physically active, equipped with practical experiences, well-educated and above all, very cheerful.

Our Fees

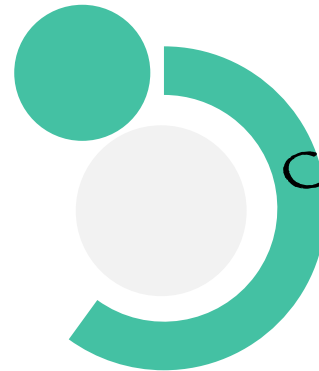
Our centre fees include all meals & drinks, nappies, educational programs, sunscreen, craft materials and trained and highly experienced educators. Our centre operating hours are Monday to Friday from 6:30am to 6:15pm. The centre will be closed on Victorian public holidays, 2 weeks over the Christmas & New Year period and 2 days staff professional development.

Please note, these fee's are before your Child Care Subsidy (CCS).

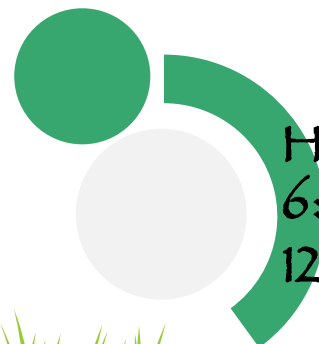


Permanent full day - \$90

Permanent full week with
Discount - \$425



Casual day booking- \$110



Half Day booking
6:30am - 12.30pm - \$70
12:15pm - 6:15pm - \$70

Our Children's Rooms

Wombat's

0-1.5 years

Our Wombat's room caters for **Infants & Babies aged 0-1.5 years**. The room has been carefully designed to engage and inspire the children's learning in the early stages of their learning and development

Kangaroo's

1.5-3 years

Our Kangaroo's room caters for **Toddler children aged 1.5-3 years**. This room has been shaped to foster & spark the children's imaginations in their middle stage of their learning and development. The room encourages the children to shape & take ownership of their sense of wellbeing

Kookaburra's

3-5 years

Our Kookaburra's room caters for **Pre-Kinder & Kindergarten children aged 3-5 years**. This room has been specifically designed to keep our kookaburra's busy whilst shaping their learning and developing through a high quality learning environment. The children are provided with many resources to spark their creativity, adopt their investigation skills & foster their sense of wellbeing as they become confident and involved learners, ready for school.

Educational Program

Experiencing **belonging** – knowing where and with whom you belong – is integral to human existence. Children **belong** first to a family, a cultural group, a neighbourhood and a wider community. **Belonging** acknowledges children’s interdependence with others and the basis of relationships in defining identities.

Belonging

Children’s identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. **Becoming** reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

Becoming

Being

Childhood is a time to be, to seek and make meaning of the world. **Being** recognises the significance of the here and now in children’s lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life.





The Early Years Learning & Development framework



Outcome 1: Children have a strong sense of identity

Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others. Identity is not fixed. It is shaped by experiences.

Outcome 2: Children are connected with and contribute to their world

From birth children experience living and learning with others in a range of communities. These might include families, local communities or early childhood settings. Having a positive sense of identity and experiencing respectful, responsive relationships strengthens children's interest and skills in being and becoming active contributors to their world.

Outcome 3: Children have a strong sense of wellbeing

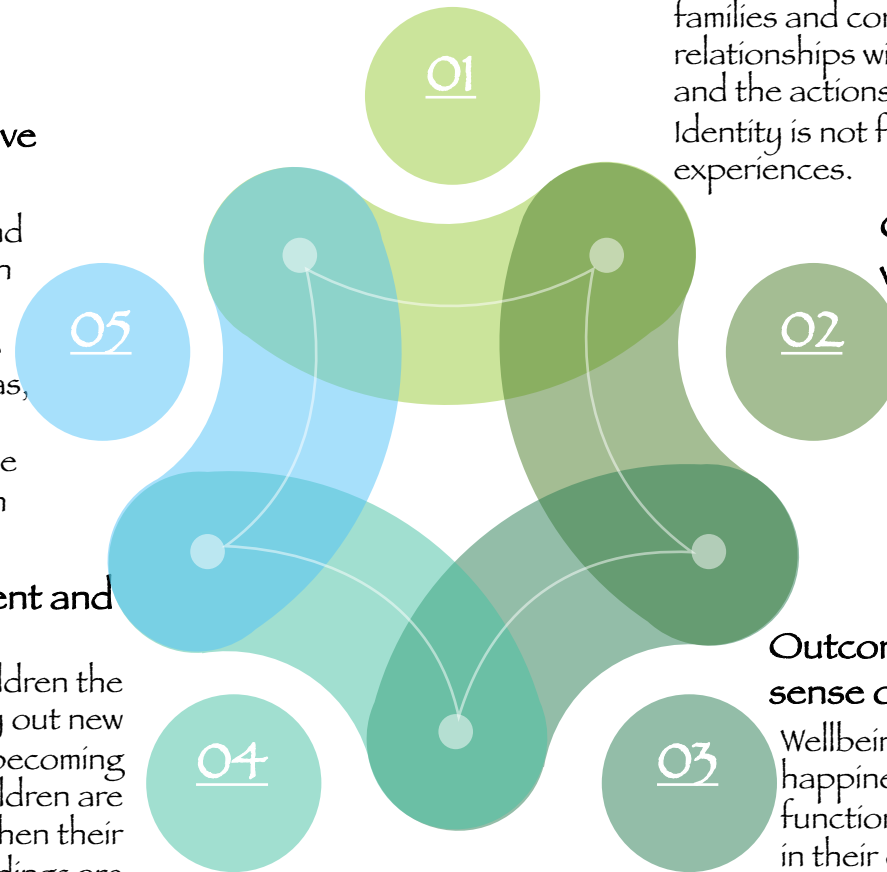
Wellbeing includes good physical health, feelings of happiness, satisfaction and successful social functioning. It influences the way children interact in their environments. A strong sense of wellbeing provides children with confidence and optimism which maximise their learning potential.

Outcome 5: Children are effective communicators

Communication is crucial to belonging, being and becoming. From birth children communicate with others using gestures, sounds, language and assisted communication. They are social beings who are intrinsically motivated to exchange ideas, thoughts, questions and feelings, and to use a range of tools and media, including music, dance and drama, to express themselves, connect with others and extend their learning

Outcome 4: Children are confident and involved learners

A sense of security and sound wellbeing gives children the confidence to experiment and explore and to try out new ideas, thus developing their competence and becoming active and involved participants in learning. Children are more likely to be confident and involved learners when their family and community experiences and understandings are recognised and included in the early childhood setting



National Quality Standard

Research has shown a child's experience in their first five years sets the course for the rest of their life. To provide children with the best possible start to their education, the Australian Government – in partnership with all states and territories – has introduced the National Quality Framework to ensure high quality and consistent early childhood education and care across Australia.

Quality Area 2- Children's Health & Safety

Children have the right to experience quality education and care in an environment that safeguards and promotes their health, safety and wellbeing.

Quality Area 1- Educational Program and Practice

Educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development.

Quality Area 4- Staffing Arrangements

Qualified and experienced educators, who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program.

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1

Quality Area 3- Physical Environment

Physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

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Quality Area 6 – Collaborative partnerships with families & communities

Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential.

Quality Area 5- Relationships with Children

Relationships with children are responsive, respectful and promote children's sense of security and belonging.

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Quality Area 7- Governance & Leadership

Effective leadership and governance of the service contributes to quality environments for children's learning and development. Effective leaders establish shared values for the service and set clear direction for the service's continuous improvement.



Educational Program Guide

We follow and adhere to the National Early Years Learning Framework and Victorian Early Years Learning and Development framework as per our programming policy.

We are committed to providing a developmental and educational program, which caters for each child's individual needs, abilities and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

The programs we offer are stimulating, engaging and most of all are shaped around building the children's sense of belonging within their learning environment. Each room's program will be flexible in regard to the individual goals, interests and needs of the children. Our programs are designed to enhance the children's development through play-based learning. We provide high quality educational resources and equipment.

Our centre has a designated Montessori learning area in each of the rooms. The Montessori approach to education, inspires children towards a lifelong love of learning, by following their natural developmental trajectory. Children become confident, responsible, independent learners, who trust in their own abilities. The inclusivity and positive social development facilitated by the Montessori programme forms the basis for a persistent attachment to learning and knowledge.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and our Educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

If we as Educators have any areas of concern, we will inform you and advise where help may be pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

We have Excursions and incursions program to ensure each child's understanding about the community. Children attending our centre will have benefit of participating in an integrated Kindergarten program for 15 to 38 hours per week, depending on the number of days they attend the service.

Portfolios

Every child will have a personal, confidential digital/hard copy portfolio comprising of:

- Child's Profile
- Goals from families and Educators
- Observations
- Objectives for further development
- Work samples
- Checklists

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not be used as a means of comparison between peers or stereotypes. You will be given your child's portfolio at the end of the school year or as they finish at the Service.



The portfolio will be used in parent/Educator meetings throughout the year and is always available for you to review at your convenience.

StoryPark

We want you to be a part of all the joy and special moments in your child's life. And we will share them with you through our Storypark app.

Staying closely connected

The Storypark app allows us to capture photos, stories and memories and share them directly with you and other family members (if you wish).

Storypark gives you access to view, comment on and share:

- Special moments and memories
- Pictures, videos and audio
- Learning stories, milestones and play experiences
- Group stories including images and videos of your child interacting with other children and educators
- Upcoming special events such as educational sessions

No matter what is happening, you will be included in the journey.



Storypark access

As a parent, you will have secure access to the Storypark app and all its features.

You can also choose to give access to other family members and close friends — no matter where they are in the world.

Storypark enhances parental and family involvement in a child's learning because everyone stays up-to-date. The Storypark ePortfolio can be accessed and utilised from birth to school.

Value of Storypark

In addition to being a part of your child's journey, Storypark also offers the opportunity to:

- Revisit and relive memories, photos and videos at any time
- Use the portfolio for school transition and introduction to new teachers or aides
- Reflect on the learning progress and work samples with your child
- Offer inspiration for at-home activities and adventures
- Share moments and progress with family and friends around the world

Family Participation and Engagement

FAMILY PARTICIPATION

The Service has an Open-Door Policy and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills & experiences that the children and the program will benefit from.

You are invited to be involved in the Service's Family Committee. Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's Educator at a time that suits you throughout the year and offer email, SMS, Facebook, Newsletters, Day Book Journals and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

FAMILY SKILLS, INTERESTS AND TALENTS

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

YOUR OCCUPATION OR HOBBY

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service. We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.



Family Participation and Engagement

YOUR HOME CULTURE

Your home culture is most welcome in our Service. We would greatly appreciate if you were able to share with our Service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

READING (ESPECIALLY GOOD FOR GRANDPARENTS)

Children love to be read to. If you or your parents have the time please contact your room Educators to organise a day for reading.

RECYCLABLE ITEMS

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

SPECIAL EVENTS

Our Service organises special events throughout the year. Keep an eye out, as your child is sure to be a star!

SUGGESTIONS

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service please let us know. If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in each room, the office and parent library. You are welcome to take a copy home and review at your leisure.



Goals for your child at our Service

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework)

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth
- Social awareness
- Importance of sustainability
- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families; children's first and most influential educators.



QikKids Enroll – Booking & Waitlist Management program

We are very excited to inform you that our service has subscribed to a fantastic online Booking and Waitlist management program called QK Enrol. This program will give you access to manage your own account information, where you will have the ability to make bookings requests and allow you to complete and submit an online enrolment form for your child. You can do this and much, much more all within a parent portal called 'My Family Lounge'.

You will also have the flexibility of booking in casual days and report absences for your child straight from your phone with just a few taps by downloading the My Family Lounge APP!

What can I do in My Family Lounge?

- As a NEW family you can easily register your child's details and manage your account information
- You can submit a waitlist request for your child to secure a permanent spot
- Request change of the days your child is currently booked in for when placed
- You can easily provide detailed information about your child to our service such as medical information, diet requirements, emergency contact details and more! All this information is simply added into the online enrolment form and submitted to the service.

How do I log in?

Once your details have been registered with the My Family Lounge, you will receive a welcome email where you will be prompted to complete your registration and set up a password. You will have 7 days to set up your password to validate your account. If your account expires or you have forgotten your password, simply enter in your email address and select '**forgotten password**' to recover your account. If you are experiencing issues accessing your account please contact the service for assistance. Once you have validated your account, you are ready to book!

The 'My Family Lounge' App can be downloaded from Google Play or App Store. Enter your email address and password, then you can start to request casual days or mark your child as absent when required.

Your My Family Lounge log in details will travel with you for life as you move childcare services that use the My Family Lounge. You are able to log in anywhere, anytime as long as you have access to the internet. For a better understanding of how My Family Lounge works, please visit www.myfamilylounge.com.au

What can I do in My Family Lounge App?

- Book in casual days for your child straight from your phone
- Access an online calendar where you can see live availability within our centre
- Manage bookings for one or more children from a single log in
- Record your child as 'absent' in advance for a permanent session
- Cancel a 'casual day' where the session is no longer required
- A cancellation Fee will apply if cancelled within a NO REFUND period
- Update direct debit and credit card details
- Activate notification Alerts!

What to bring

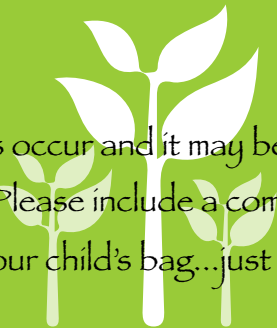
CLOTHING

It is helpful to your child if they are dressed in non-restrictive, serviceable and easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/her.

Unsuitable shoes are thongs and shoes without backs, and we prefer that these be NOT worn to the Service. Lace up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children when toileting. We require all t-shirts to have sleeves (no mid-drift tops) and hats that are broad brimmed are essential for effective sun safety.

SPARE CLOTHES

Every now and then accidents occur and it may be necessary for your child to get changed into a fresh set. Please include a complete change of clothes every day which can stay in your child's bag...just in case!



BACKPACK

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.

TOYS

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

COMFORT ITEMS

If your child has a special comforter item such as a blanket, teddy or another special item, please bring these to the service to help your child to feel comfortable at times of need while being in care

BOTTLES

If your child is currently being bottle fed, please ensure you pack the required amount of bottles with water pre-measured along with the pre-measured formula in a separate container along with the formula instructions, alternatively, you can provide the original formula tin along with pre-measured water in bottles. For breastfed babies, please provide the breast milk refrigerated & labelled with the amount in the bag.

Preparing your child for care



Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend the Service in the company of a family member three (3) times before they start the day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with their assigned Educator so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child in our environment to show and discuss at home. Some children like to take a book from our library to read at home and return on the next visit.

Communication between home and the Service must be open and happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.





Saying Goodbye



Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the Educator, who is reassuring your child about their day and when you will return. Rest assured, we'll contact you if your child becomes distressed.



When should I not send my child to the Service?

Our Service is a busy and demanding day for the bodies and minds of our children, we are not equipped to care for unwell children; however, we will do everything we can to comfort a child who has become unwell whilst in our care.

To try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny, green nose
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic

Please do not bring your child to the Service if they display any of the above symptoms. If a child becomes ill whilst at the Service the child's parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection.

When the child is collected, the family will have the following information made available to them to present to their doctor: symptoms, date of onset, general behaviour of the child leading up to the illness and any action taken.

Your child should not attend the Service if they have had Panadol or Neurofen within 24 hours for a temperature. It is extremely important that staff members are aware if a child has had either medication so we do not re-administer and potentially overdose.

Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

If your child has been away due to illness, please check with the Service as to whether or not you will need a certificate before your child returns.



Infectious Diseases



The National Health and Medical Research Council have supplied the following information regarding: Exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained). *If your child is unimmunised according to our records, they will be excluded until the threat has passed.*

CONDITION	EXCLUSION
HAND, FOOT AND MOUTH DISEASE	Until all blisters have dried.
HIB	Exclude until medical certificate of recovery is received.
HEPATITIS A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
HERPES – COLD SORES	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
INFLUENZA AND FLU-LIKE ILLNESSES	Exclude until well.
MEASLES	Exclude for at least 4 days after onset of rash.
MENINGITIS (BACTERIAL)	Exclude until well.
MENINGOCOCCAL INFECTION	Exclude until adequate carrier eradication therapy has been completed.
MUMPS	Exclude for 9 days or until swelling goes down (whichever is sooner).
POLIOMYELITIS	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
RUBELLA (GERMAN MEASLES)	Exclude until fully recovered or for at least 4 days after the onset of rash.
SALMONELLA, SHIGELLA	Exclude until diarrhoea ceases.
STREPTOCOCCAL INFECTION (INCLUDING SCARLET FEVER)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
TUBERCULOSIS	Exclude until a medical certificate from an appropriate health authority is received.
WHOOPING COUGH	Exclude the child for 5 days after starting antibiotic treatment.
WORMS (INTESTINAL)	Exclude if diarrhoea present.



Immunisation



Under the 'No Jab, No Play' legislation, before enrolling a child, early childhood services must first obtain evidence that the child is:

- Fully immunised for their age OR
- On a vaccination catch up program OR
- Unable to be fully immunised for medical reasons

'Conscientious objection' is not an exemption under the "No Jab, No Play' legislation.

From 1 January 2018, children who are unvaccinated due to their parent's conscientious objection can no longer be enrolled in childcare. The Public Health Act 2010 prevents VIC childcare Centre's from enrolling children unless approved documentation is provided.

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

Families eligible to receive Child Care Subsidy (CCS) and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

For an up to date immunisation schedule, please refer to your enrolment pack.

Fee Terms & Conditions

All Families will have a complying written arrangement with the service.

A Statement of entitlement and invoice will be issued weekly for family records. Fees will be reviewed annually by the management with the purpose of providing quality care to children and assessing competition. Families will be notified at least **two weeks** in advance before making any changes to the fee structure

Full fee will be charged for all Victorian public holidays and during child's absence. Fee will not be charged during 2 weeks of December & January closure and for two days of staff development.

Families are required to complete the online Child Care Subsidy assessment via [myGov](#) website prior to starting at the Service. This will determine your eligibility and level of Child Care Subsidy entitlement.

On enrolment families will need to provide the CRN of the person linked with the child, a long with the child's CRN so we can confirm and register attendance to ensure that you are receiving the appropriate subsidy.

Important Information

MEDICATION

Educators can only administer medication to a child from its original packaging with pharmacy instruction sticker.

On arrival at the Service families, must give medication to Educators for safe storage and complete a medication authorisation form. Under no circumstances should medication be left in children's bags.

ALLERGIES OR ASTHMA

It is vital that we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor. The Service has a procedure the staff follow to minimise allergic reactions.

The Service requires an Action Plan filled in by your Doctor to assist in managing your child's needs. The Action Plan is to be updated every 12 months.

COURT ORDERS

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service. *Without a Court Order, we cannot stop a parent collecting a child.*

ARRIVAL AND DEPARTURE

For safety and security reasons all children must be signed in on arrival, and signed out on departure.

No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.

ACCIDENTS

The Nominated Supervisor will contact parents immediately if a child is involved in a serious accident at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers.

An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed an educator, the Nominated Supervisor and by the parent.

EMERGENCY DRILLS

The Service will practice emergency drills every three months, which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Educators will be trained in using the fire extinguishers that are in the Service. An emergency evacuation plan will be displayed in every room.

CHILD CARE SUBSIDY (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

1. Combined Family Income
2. Activity Test for both parents
3. Service Type

Transitioning to Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through [myGov](#). Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of child care your family uses.

ALLOWABLE ABSENCES

You can be paid for any absence from approved care your child attends for up to 42 days per child per financial year. Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the additional absences.

Public holidays will be counted as an absence if the child would normally have attended the Service on that week day, and fees have been charged for that day for the child. You can access your child's absence record on your online statement by selecting '**View Child Care Details and Payments**' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#)

REGULATORY AUTHORITIES

Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework (or other Approved Framework) and the National Regulations (Education and Care Services National Regulations).

Our Service is regulated by the national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as Department of Education and Training.

SERVICE CLOSING TIME AND LATE FEES

Please be aware the Program closes at 6:15pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:15pm. A late fee is incurred for children collected after 6.15pm.

The fee is \$15 per child for every 15 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the service until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, then we will contact the Department of Health and Human Services and the Police to take responsibility of your child.

CONFIDENTIALITY

We are committed to protecting your privacy. We support and are bound by privacy laws to ensure strict confidentiality is maintained.

To plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time, or request a copy of information in the file.

SERVICE POLICIES AND PROCEDURES

You will find a copy of our Service policies and procedures in each room and office. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.

ENROLMENT INFORMATION

Prior to commencing at our Service, you will be required to complete all enrolment documentation and pay the bond and administration fee.

Please understand that it is essential we have up-to-date information in case of an emergency.

It is important that you notify Management of any changes to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

It is essential that we have copies of your child's birth certificate and immunisation status. We are also required to have certified copies of any court orders relating to the child.



SUN SAFETY

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's recommendations.

SUN HAT

A sun protective hat must be worn every day when playing outside for protection against the sun. Upon enrolment, your child will be provided with a ProKidz SunSmart hat, if you misplace this hat, it will be expected that you either provide a sunhat from home or purchase another hat for \$15. Please make sure to include it in your child's bag every day regardless of the weather conditions.

FOOD AND NUTRITION

Our Cook refers to Nutrition Australia to cook their daily meals and make sure it is appropriate to their age.

Reference: Nutrition Australia

<http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes>

BREASTFEEDING

This Service supports breastfeeding. Families that are breastfeeding should speak to the Nominated Supervisor or Responsible Person to be aware of our policies on storing and serving breast milk.

BIRTHDAYS

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that an ice cream cake or cupcakes be provided as this reduces the major allergy risks associated with most other cakes. Families are required discuss cake options with educators prior to the celebration. *For further information, please see our Celebration Policy.*

FAMILY PHOTO

In all rooms we have a Family Wall. This is a strong and valuable tool in our environment for your child to connect to, feel that they and their family are valued and that their family is as much a part of the Service, even if they are not always there. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to add it to our wall.

EDUCATOR RATIO AND QUALIFICATIONS

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend monthly Educators' meetings.

Our Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development.

BEHAVIOUR GUIDANCE

Educators follow a Behaviour Management Policy that extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others, for property and respect for self, whilst learning to regulate their behaviour. If you require further information on this policy please ask Educators and refer to the Policy manual.

PHYSICAL PLAY

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- Develop strong bones and muscles,
- Improve strength and balance
- Develop Flexibility and coordination
- Develop Fundamental Movement Skills
- Develop spatial awareness
- Develop mathematical concepts
- Be confident as they learn to control their bodies and understand their limits
- Learn to cooperate and share with others
- Promote healthy growth and development

SUSTAINABILITY

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching.

In order to empower our sustainability program, we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

REST AND SLEEP

Rest and sleep routine vary according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide stretcher beds for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with Educators.